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ABSTRACT

This document, which is designed for further education (FE) college managers and program teams throughout the United Kingdom (UK), provides guidance for conducting the following activities: incorporating new European Union (EU) policies/programs into FE college curricula; ensuring maximum access to the full range of European curriculum activities and qualifications; reviewing current management of European activities; and checking the quality of existing European activities. In the first three sections, FE in the UK is placed within the context of EU programs for FE and the document's intended use and audience are discussed. Examined in the remaining seven sections are the following topics: policy priorities; objectives and components of the LEONARDO, SOCRATES, and Youth for Europe III programs; the EU Structural Funds for 1995-99 and possible funding opportunities for FE colleges in the UK; community initiatives; management of the new European programs; developing/implementing European activities at FE colleges in the UK; preparing bids for EU funding; examples of good practice; and cautions to FE colleges developing/marketing European programs. The appendixes contain the addresses of 32 useful organizations; sample mission statement/policy document; and sample checklists of the content of new programs, considerations in managing European activities, and integrating the European dimension into a curriculum. (MN)

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ED 392 952

Further Education
Development Agency

New European Programmes for the New European College

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FEDA Further Education Development Agency

New European Programmes *for the* New European College

This document was prepared for FEDA by FOCUS Consultancy Ltd, Bon Marche Building, 44 Brixton Road, London SW9 8EJ.

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CONTENTS

Foreword	5
Executive summary	6
1. Introduction	7
2. What this document is for	8
3. Who this document is for	8
4. Policy priorities	10
5. The new programmes in outline	14
6. The European Union structural funds 1995-99	17
7. Managing the new European programmes	22
8. Guidance on college management of European activities	23
9. Guidance on preparing bids for EU funding	31
10. Good practice examples	33
11. some cautionary tales	39
Appendices	41
1. Useful addresses	41
2. Examples of mission statement and policy document	43
3. Checklist of contents of new programmes	44
4. Checklist on managing European activities	46
5. Checklist on the European dimension in the curriculum	48

NB All appendices are taken or adapted from real college examples to illustrate how colleges can organise and support their own European activities.

Foreword

This report has been prepared for the Further Education Development Agency by Alan Murray of Focus Consultancy. It is designed to assist colleges to reach decisions about bidding into new European programmes and to recommend an appropriate college context for such bids. It is not designed as a guide to preparing bids, as the *Vade Mecums* are published specifically for this purpose by the European Union (see Section 2). Other specialist advice may be available from FE Euro Units, Eurodesk offices, and other specialist agencies (see Appendix 1).

FEDA would also like to thank the members of the project's Steering Committee for contributing information and advice to the development of this document. The Steering Committee who gave so generously of their time were: Sue Waddington, Member of the European Parliament; Christie Dobson, Suffolk College of Further and Higher Education; Judith Powell, Central Bureau; Dennis Catterall, People's College of Tertiary Education; Chris Avis, North London Colleges European Network

This is the latest in a series of European publications which began before the Single European Market was completed, with *1992 and Beyond* and has included *Working with Europe: a manual for FE colleges* and *A Curriculum for Europe* — a study of the demands of Europe on the curriculum of FE colleges. The next specifically European output is expected to be a guide for FE colleges on Europe, to be held by college libraries. Further contributions and ideas on support for FE on European matters would be welcome.

Martin Johnson,
Principal Officer
FEDA

Executive summary

- The Treaty of Maastricht gives the European Parliament a much greater say in education and training policy.
- The new programmes Leonardo and Socrates consolidate earlier programmes and provide greater opportunities for FE sector colleges than previously.
- The Structural Funds continue to provide opportunities for further education as do the developed Community Initiatives.
- College success in European activity is likely to be related to:

— quality support from senior management

— effective financial planning and monitoring systems

— a track record in European activity

— developed partnerships with local businesses

— established European links

— specialist staff with cross-college roles

— familiarity with bidding procedures

— access to specialist external advice

- The lessons learned by colleges with considerable experience of European project involvement highlight:

— potential for new income generation opportunities

— expansion of educational networks an banks of curriculum materials

— practical suggestions of management systems which have proved successful

— recommendations on the effective use of consultants

— the need for caution with major marketing initiatives

— some common management failures

1. Introduction

The European context in which this document appears has changed radically since 1990, when European programmes for further education (FE) were still unfamiliar to most colleges, and colleges and staff involved were breaking new ground.

The new European programmes, **SOCRATES**, **LEONARDO*** , and **YOUTH FOR EUROPE III**, implement the provisions of the Treaty of Maastricht for Education (SOCRATES), Vocational Training (LEONARDO) and Youth. They group a variety of initiatives under the former programmes ERASMUS, LINGUA, ARION, EURYDICE, ECTS (education), PETRA, FORCE, EUROTECNET, COMETT (training) and youth initiatives under other programmes.

They are designed to set a European context for all further and higher education institutions in the wider European Union - 15 member states in 1995 and, with the moves in Eastern Europe, perhaps more than 20 over the next few years. The programmes assume that all colleges are, or will be 'European' colleges, that is colleges carrying out exchanges and joint projects, delivering a European dimension to curricula, and embedding European languages in educational and vocational programmes as part of their core activities. The programmes also make strong reference to the need for colleges to follow the national policy directions complementing those set out by the EU.

Like the programmes, this document assumes that all colleges are European colleges, and examines the implications at three levels:

- **curriculum:** delivering student entitlement to an education for Europe
- **managing European programmes:** some successful models and potential pitfalls
- **college activities in Europe:** — a range of options

In doing so it focuses on what is new in the 1995-9 programmes, and how colleges can ensure that they get the best from the programmes for their increasingly diverse student bodies (former sixth forms, youth and adult vocational trainees, adult learners).

2.0 How to use this document

This document should enable colleges:

- to build new European policy and programmes into their strategic thinking
- to ensure they have maximum access to the full range of European curriculum activities, qualifications, etc.
- to review current management of European activities
- to check the quality of their own European activities

It does not provide detailed guidance on individual schemes: that is available from the EU or UK offices of each scheme. Nor does it provide guidance other than from a UK perspective. Other member states have different education/training frameworks and policies: they may interpret and operate programmes differently.

3.0 Who this document is for

All staff need to be familiar with the information on European Union policy on education and training and its implications for colleges and programmes over the five-year period 1995-1999.

Management: the sections on strategic and operational management of European policy and initiatives could provide some useful alternative approaches, depending on the size of college and depth of European experience.

Programme teams: the brief descriptions of programmes and other European initiatives, funding criteria and sample European college activities could act both as a stimulus and as signposts to the more detailed guidance available from the Commission, UK organisations, and European networks and information sources.

Treaty on European Union: Maastricht

Article 126: 'encouraging the development of youth exchanges and of exchanges of socio-educational instructors.'

Article 126: 'The Community shall contribute to the development of quality education.'

Article 127: 'The Community shall implement a vocational training policy.'

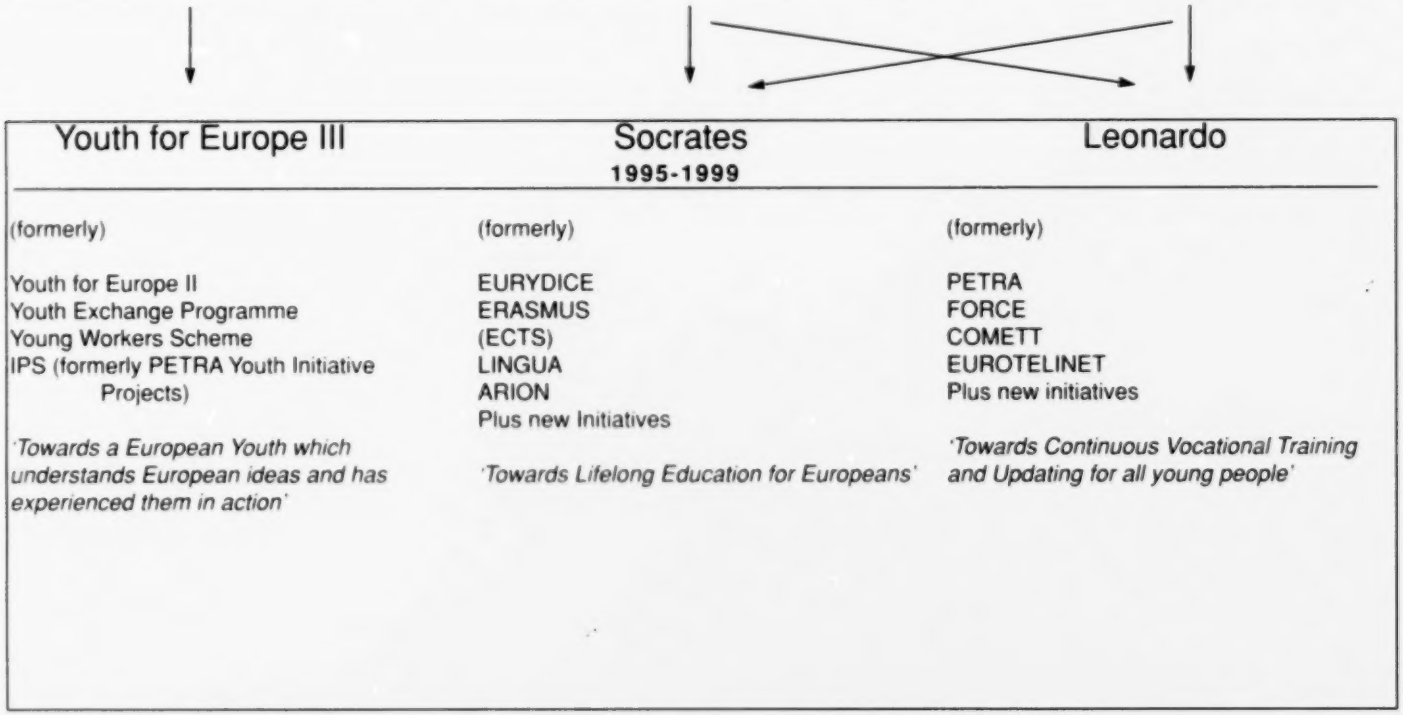


Figure 1: The articles on Education, Training and Youth and their implementation in the New European Programmes

4.0 European education policy priorities

There is a new confidence and clarity in EU policy on education and training, which echoes the firm language in Articles 126 and 127 (e.g. 'The Community shall implement a vocational training policy...'). The Delors White Paper *Growth, Competitiveness, Employment* (European Commission, 1993) gave education and training a central place in the strategy for economic revival and growth which has been adopted by the Council of Ministers more or less as an action plan for EU activity 1995-99.

4.1 Guiding principles

Three guiding principles underpin this approach:

EU funding and policy apply to those aspects of education and training which are connected to EU economic objectives: growth, competitiveness and employment. Education in other areas is recognised as vital but considered to be the prerogative of member states, although it is hoped that will include a European dimension in all areas of the curriculum

The EU supports innovative work which relates to these aspects: innovation in educational methods and technology, in developing European links in new areas, and, in the social field, in ensuring that quality education and training for all are not undermined by discrimination or racism

EU policies should not be implemented in isolation. Synergy is an overused European term but important in this context in two ways: at the EU level, harmonisation of education/training actions with other EU policies and programmes (e.g. research and development, regional initiatives, etc.) and, at college level, a framework of European initiatives which develop organically from and relate to other college activities.*

*Jacques Delors, quoted in an interview reproduced in *Le Magazine* July 1994?

4.2 General aims

General aims underpinning the policy are:

- development of the Europe's `human capital'
- improvement of living and working conditions
- a direct attack on unemployment, especially among young people
- fostering a society of lifelong learners
- a Europe which looks outward to the world rather than inward
- a Europe which achieves sustainable growth without damage to the environment

These ambitious aims, in the view of the Commission, can only be achieved by the common endeavours of member states, with the Commission providing added value where possible, and stimulus where required, through its policies and funded programmes. Young people who benefit from education/training programmes will be the key to the translation of principle into practice.

4.3 Key themes for 1995-99

The new post-Maastricht EU gives the European Parliament a much greater say in education/training policy and implementation. The debate between Commission and Parliament* has led to a useful clarification of policy priorities as they affect post-16 and adult training, well expressed in a 'Common Position' paper of July 1994. These priorities, listed below, give pointers to the development of EU education/training policy over the next five years and can help colleges to ensure successful take up of programmes.

The priorities are:

- quality and innovation in education/training as essential to the EU strategy targeted at growth, competitiveness and employment
- action at EU level complementing action by member states, which have to be involved in design, selection, evaluation and follow-up of programmes (i.e. a dual system)
- the social partners (i.e. employers' representatives and trade unions) must be fully involved in decision-making and industries being active participants in projects

- Leonardo and Socrates consolidating proven existing European programmes, linked with other EU priorities (e.g. the European Social Fund, research and development) with special emphasis on certain areas:

  new communications technology
  guidance
  promotion of equal opportunities through training
  language training

- New measures needed for building on current ones, especially for:

  lifelong learning
  language learning in training programmes
  better dissemination of innovative and successful results
  exchanges of trainers
  support initiatives for dialogue on training between social partners

  More specifically, there are practical implications of EU policy on education and training, which have to be borne in mind in designing any programme or application. These were prefigured in the consultative documents summarised in the *Working with Europe Update* (FEU, 1993), and have now become an integral element of all Commission programmes, based on the provisions of the Treaty of Maastricht.

LEONARDO

For LEONARDO, the common framework of objectives includes:

- higher quality and more innovative vocational training
- two-year initial vocational training for all including a European dimension
- lifelong learning
- close collaboration with industry at all levels, including the social partners (trade unions and employers' representatives)
- training for adaptation to industrial and technological innovation and to change to new jobs and careers
- application of the latest learning technologies, multi-media packages, etc.
- easier access for unqualified adults and the unemployed into vocational training and employment
- training for flexibility and technological change

- greater mobility of tutors, trainers, learners and young people
- language learning through vocational training
- equal opportunities in training for women, migrants, disabled
- improved exchange of information on education and vocational training between member-states
- transnational recognition of diplomas, and development of joint credits and qualifications between member-states.

SOCRATES

For SOCRATES, the main objectives set out in the Commission's documentation are similar, with the following additional emphases:

- student and staff exchanges and joint academic projects across an open European area (i.e. including the new Nordic members and Eastern Europe)
- languages (including lesser-used European Languages) as an integral part of degree courses
- a European cultural and educational dimension for all students, which values diversity
- accreditation of European study periods and work placements
- recognition of academic qualifications across member-states
- development of open and distance learning using advanced communications technology
- networks and co-operation agreements at institutional as well as project level

NB Each strand (of LEONARDO) or measure (of SOCRATES) has its own set of more detailed priorities which also need to be studied carefully. As always, colleges need to decide on their own European strategic needs and priorities, and how these will harmonise with EU priorities. In most cases, there will be considerable common ground between college and EU objectives and activities.

5.0 The new programmes in outline

Summaries of the LEONARDO, SOCRATES and YOUTH FOR EUROPE III have been available for a year, and have been widely circulated. Despite the debate between Commission and Parliament and the reduction in funding, they have changed little and are summarised here for convenient reference. Vademecums and detailed Guidance Notes are now available (see address list in appendices).

5.1 LEONARDO

LEONARDO succeeds and embraces most of the PETRA, FORCE, COMETT and EUROTECNET programmes and the FE part of Action III of LINGUA. PETRA has been completely subsumed into LEONARDO but some of the PETRA projects continue during the transitional period and 'PETRA' is still used to describe that part of LEONARDO which corresponds to the old programme. The main effect on that component is that employer-driven training programmes are now central to the whole programme. Of the three strands to LEONARDO:

Strand 1 will focus on improving the quality of training in the EU training systems. The EU means the new 15, rather than the old 12. Quality is defined for the purposes of LEONARDO applications, as responding to the innovative policies proposed by the Commission. (See previous section)

The main **Actions**, much as before, are:

- joint training projects involving two or more member states (including young workers) especially joint training modules
- training and work placements for trainees and trainers
- increased knowledge through joint research and innovation, of member states' training systems
- mutual recognition of training undertaken in other EU member states

Strand 2 emphasises new and innovative methods and activities in vocational training. Innovation is defined as involving better planning and liaison with company, trade unions, universities, etc., as well as technological and methodological improvements.

KEY ACTIONS ARE:

- support for developing innovation in training, in training methods and equipment and in the management of training involving partnerships in two or more EU countries

- support for employer/training provider collaboration through joint projects, exchanges, and placements

Strand 3 is primarily concerned with the development of a European dimension to vocational training, through language learning, information exchange and networking, for example:

- developing and extending existing networks (i.e. under PETRA, FORCE, EUROTECNET and COMETT)

- support for joint projects, exchanges, etc. as under LINGUA, which promote language learning in and through vocational training

5.2 SOCRATES

SOCRATES covers most of the provisions of ERASMUS and LINGUA together with other relevant smaller programmes — ARION, ECTS, EURYDICE, the small programme supporting migrant workers' children— and includes a new chapter (2) COMENIUS, which refers to schools. There is no clarification yet on how far sixth-form colleges will be covered under both school-based and post-school programmes.

SOCRATES clearly aims to be more than the sum of its parts, however, and although its main aim is still transnational co-operation (continuing student exchanges and joint projects) the focus has now shifted to the large majority of European students who will not benefit from these actions. The programme will move towards the development of contracts with institutions (of particular relevance to ERASMUS) which cover all aspects of a European dimension.

The concept of a European dimension in the curriculum has been extensively developed in *A Curriculum for Europe* (FEU, 1994): it defines this dimension in relation to learner entitlement, including reference to curriculum content, qualifications, guidance, international study and exchange, languages and equal opportunities. The changes to the programmes, many of which are both technical and complex, will be introduced over the next one to two years.

KEY ACTIONS FOR FE INCLUDE:

Chapter I: action on educational projects, teacher and student exchanges, subject-specific networks, inter-university co-operation programmes and the European credit transfer system (ECTS). FE colleges offering higher level courses (HND, HNC and above) will continue to come within the `university' definition. Actions to favour the introduction of the European dimension in the curriculum will be prioritised.

Chapter II primarily school education, but also the small migrant workers' children programme, which is to be expanded in the light of EU policy against racism and xenophobia. Sixth-form/FE teachers will be eligible for some aspects of the initial/post-initial teacher training actions and networks.

Chapter III primarily the former LINGUA programme, but with a new Action 2, on the introduction of information technology and open and distance learning across European national boundaries. Action 3 also focuses on information exchange, through an expanded EURYDICE network, the ARION teacher exchange scheme, and a small section on `additional educational players' including adult education.

NB A key factor in ensuring successful application under SOCRATES will be the institution's ability to demonstrate that applications form part of an overall institutional strategy for Europe. Also important will be evidence of commitment to innovation (this means a focus on the disadvantaged as well as on learning technologies, multi-media resources, etc.).

5.3 Youth for Europe III

Youth for Europe III contains very little which is new, at least as affects FE, apart from the incorporation into this programme of the Youth Initiatives (YIPS) element of PETRA and of the Young Worker programme.

In fact, all former EU activities involving young people are incorporated into a more integrated programme, along the lines of SOCRATES and LEONARDO with five sets of actions. The main policy priority remains disadvantaged young people who would not otherwise have the opportunity for travel to other European countries.

Action A covers educational activities (which must be linked to youth activities in the community, as well as YIPS and voluntary sector projects. **Action B** covers youth worker activities, and **Action D** exchanges with Eastern Europe. **Actions C and E** relate to co-operation between structures of member states, information exchange and research between member state government and youth work structures.

6.0 EU STRUCTURAL FUNDS 1995-99

The Structural Funds are the EU's main instrument for the implementation of the policy of facilitating economic and social convergence across and within the member states. As such they are fundamental to continued development towards economic and monetary union, and account for 141bn ECU expenditure over the next five years — over one third of the total EU budget.

There are four Structural Funds: the European Social Fund (ESF), to improve employment prospects across the EU; the European Regional Development Fund (ERDF), to reduce gaps in prosperity and increase development between EU regions; the European Agricultural Guidance and Guarantee Fund (EAGGF), which focuses on development of rural areas; and the Financial Instrument for Fisheries Guidance (FIFG), which facilitates restructuring and development of the fishing industries.

COHESION FUND

There is also the Cohesion Fund, which provides specific funding only for infrastructure projects in the four countries where the gap in economic and social development compared to other member states is greatest, i.e. Greece, Ireland, Portugal and Spain. And, within the ESF, there are the specific Community Initiatives (see section 6.2), which most directly concern education and training.

STRUCTURAL FUND OBJECTIVES

All the Structural Funds and initiatives are covered by the same set of objectives, which have been revised for the 1995-99 period as follows*:

Objective 1: promoting the development and structural adjustment of regions where development is lagging behind

Objective 2: converting employment areas and urban communities seriously affected by industrial decline

Objective 3: combating long-term unemployment; facilitating the integration into working life of young people and others exposed to exclusion from the labour market

Objective 4: facilitating the adaptation of workers (of either sex) to industrial change and to changes in production systems

Objective 5a: speeding up the adjustment of agricultural structures, including assistance for the modernisation and restructuring of fisheries

Objective 5b: promoting rural development by facilitating the structural adjustment of rural areas

* As a result of the expansion of the EU to include Sweden and Finland, an Objective 6 has been added, covering only the of sparsely populated northern areas of these states. No UK colleges could be eligible, but there could be interest in creating partnerships from colleges in remote rural areas of the UK.

6.1 FE AND THE STRUCTURAL FUNDS 1995-99

Most colleges are only eligible to bid under the ESF, but colleges in eligible regions are able to bid under the ERDF, and there are small sections of the EAGGF and FIFG which cover training and retraining. Many of the programmes under the Structural Funds are not transnational programmes, aimed at European collaboration, but programmes of economic and social intervention, aimed at realising specific local development objectives, as part of the Employment Department's UK programme. Many areas have already benefited for some years. The emphasis in the 1995-99 objectives is on continuity and reinforcement, rather on any new areas.

Continuity is most evident in the key objectives, 1 and 2, which remain unchanged from the 1988 formulation. The former objectives 3 and 4 have now been grouped under objective 3, covering both long-term unemployment and transition to work. The new Objective 4 covers adaptation of workers to industrial and technological change, themes which have been clearly signalled in the 1998-93 initiatives. Objectives 5a and 5b remain as before, with the exception of an additional focus (and a fund - the FIFG) on the fishing industry.

Reinforcement is achieved in three ways. Firstly the size of the funds, and their concentration on Objective 1 (70% of funds for regions `lagging behind' covering only 26% of the EU's population - the proportion of funding going to Objective 1 areas being doubled during the five years of the programme) and Objective 2 (focusing on 15% of the population in areas of industrial decline). Secondly the Community Initiatives are the special financial instruments which the Commission offers to member-states to support programmes which implement key EU structural policies. Thirdly, the Commission has made clear, in its commentaries on education and training programmes, that the economic and social policies on which the Structural Funds are based should also be taken into account in the implementation of the education/training programmes such as LEONARDO and SOCRATES.

IMPLICATIONS FOR COLLEGES

It is these latter points which are of greatest importance to colleges in planning their programmes. These are underlined by the Commission's four guiding principles for the implementation of the funds' objectives:

- concentration of effort on clear objectives and achievable outputs
- partnership with 'economic and social partners' — companies, trade unions, other agencies — to promote dissemination of EU policies
- programming which takes away responsibility for application from individual institutions and requires national development plans from (in UK) the Employment Department's ESF Unit and the competent local authorities, TECs, LECs, etc.
- additionality which ensures that funding does not simply replace national funding but requires complementary funding of at least 50% for all objectives (except for Objective 1 regions where the EU contribution is up to 75%)

FUNDING OPPORTUNITIES

This document therefore does not give detailed guidance on the Structural Funds and the implementation. Colleges in eligible regions under Objectives 1, 2 and 5b are normally already aware of their eligibility. Objective 1 covers only Northern Ireland, Merseyside and Highlands, Objective 2 covers several industrial areas of UK, and 5b much of Wales, Scotland, the South-West and the North. Colleges unsure of their status should check with the former Employment Department's ESF unit, with a view to ensuring their inclusion in the regional and national development plans.

The guidance below focuses on those programmes which include a strong training component, notably the Community Initiatives of which all colleges need to be aware, whether to benefit from them directly (insofar as they come under objectives 3 and 4 covering the whole union) or to ensure that applications for education/ training funding under other programmes reflect these wider EU policies. Applications also need to reflect UK national priorities, as these identified by the Employment Department. All colleges also need to remember that trans-national partnerships also need to reflect structural policies and to include wherever appropriate Objectives 1/2 partners in the partnerships or networks.

6.2 COMMUNITY INITIATIVES

The Community initiatives familiar to FE under the previous regulations (notably NOW, HORIZON and EUROFORM) have been subsumed into the new major initiatives promoting training, **EMPLOYMENT** and **ADAPT**. These are traditional programmes, on similar lines and with similar regulations, to the EU education/training programme. which are not primarily transnational programmes, but social/regional programmes, so that colleges in appropriate regions (e.g. for ADAPT) can apply for funding for local/regional economic/industrial initiatives. Other regional Initiatives (i.e. they do not necessarily contain a transnational element) contain a significant training component — **INTEGER 2, LEADER 2, REGIS 2**, and the new programmes, **URBAN** and **SME**s, or a significant retraining component — **RECHAR 2, RESIDER 2, RETEX** and **KONVE**R.

Colleges wishing to ensure that they are fully involved in the preparation of the local, regional and national development plans and operational programmes in order to benefit from the funding will need to:

- liaise with all relevant local partners — local authorities, employers, trade unions and other involved agencies

- be aware of how college provision complements local and regional economic development strategies, and ensure that this awareness is translated into clear statements and action through the college's mission statement, strategic planning and operational programmes

- have a designated member of staff, with adequate supports, responsible for Structural Fund matters

- operate an annual programme to do all necessary planning and preparation for local, national and EC deadlines to be met

- check that all staff in areas of the college which might potentially contribute to or benefit from involvement in the initiatives are aware of the context and regulations of the EC *Guide to the Community Initiatives*, the Initiatives' Newsletters, the Practical Application Guide to each initiative, etc.

EMPLOYMENT AND ADAPT

More specifically, colleges will need to be familiar with the three strands of EMPLOYMENT — **NOW, HORIZON** and **YOUTH START** — which aim to promote training, job placements, guidance and related action to support:

- equal opportunities for women
- better employment prospects for disabled and 'disadvantaged groups'
- more effective entry to the labour market for young people

They will also need to have a detailed knowledge of the actions under ADAPT which aim to promote training, new qualifications, guidance and counselling, networking and support structures to support:

- adaptation by workforces to industrial change
- greater flexibility and competitiveness in companies
- decrease in the unemployment caused by under-qualification and inflexibility of workers
- accelerating the creation of new jobs

OTHER COMMUNITY INITIATIVES

Colleges which are located in eligible regions, or have partnerships with other colleges in regions eligible under INTEGER (border-access between member states, e.g. Kent/Sussex, W. Wales), LEADER (rural development), REGIS (remote areas) need to be familiar with the regulations and explanatory documents for these initiatives.

Colleges which are situated in areas covered by the existing restructuring, industrial conversion and economic regulation initiatives such as RECHAR (Coal), RESIDER (Steel), KONVER (Defence), RETEX (Textiles) or PESCA (Fisheries), will need to acquire the information and regulations available on these programmes.

Colleges in Objective 1 regions, or in Objective 2 or 5b regions, or colleges wishing to participate in networks with colleges or other qualifying organisations in these regions will need information on SME (improvement of production, financing, marketing, training, qualifications, etc.) and URBAN (integrated project-based economic and social regeneration).

Information on all Community Initiatives is available from the former Employment Department's ESF Unit (see Appendix 1).

7.0 MANAGING THE NEW EUROPEAN PROGRAMMES

SOCRATES and LEONARDO, unlike the previous generation of programmes, are integrated education/training programmes demanding a 'whole college' response. Colleges therefore need to ensure that the European dimension is built into the college's external image and internal strategy, starting with the mission statement and strategic plan.

7.1 THE MISSION STATEMENT

This should make reference to the college's European stance, and a more detailed policy statement and/or strategic plan may need to make reference to the following:

- European curriculum entitlement for all students
- access to European-recognised qualifications
- language learning in vocational training
- transnational links and networks
- whole-college management commitment
- specialist staff expertise, all-staff awareness

An example of a mission statement and extracts from a college policy/strategy are included in Appendix 2.

7.2 STRATEGIC MANAGEMENT OF EUROPEAN POLICY

This implies that college management build their thinking on European activities into their forward planning, irrespective of external funding. Departments can be required to demonstrate how the European dimension of their work is to be realised in practice. Colleges can have a number of areas for European development out of which new projects can be designed according to the criteria of funding agencies. Departments can develop a range of European links with different aims and objectives, and with different institutions and regions and companies, which can be drawn on in order to frame a suitable application.

Applications can thus be based on the kinds of real experience and ongoing commitment which will have to be demonstrated in order to access funding from the new EU programmes.

7.3 Funding decisions

Funding decisions and selecting projects to go forward for funding can then be made on the basis of real alternatives, according to criteria both from the European Commission and from the college's own European strategy. Information exchange, and the sharing of expertise, will enable all areas of the college to gain experience of the European dimension.

To be successful under the new programmes, projects have to come from a context of college European activities. European forums, cross-college units, 'Euro-teams' or committees, and Euro-newsletters are effective ways of ensuring that information is available to all who need it.

7.4 Effective operational management

Effective operational management of the college's European activity depends on a good infrastructure, with systems at several levels:

- Financial management of the college's European project activity now needs to be as carefully monitored as ESF activity has been in the past.

  Specialist support has to be available for departmental staff under training projects (managing exchanges, funding development work, training students, matching EU funding), to avoid over/under claiming, failing to meet funding criteria, etc.

  Administration and accounting support can be done from a specialist European office or a wider cost-recovery/income generation office.

- Project development has to be based in the realities of a department's or programme team's specialist concerns, so that European initiatives meet real student needs. But proposals are often judged according to technical criteria, mainly strict adherence to programme objectives, as well as innovativeness and practical benefits.

  Management or consultant support is essential to ensure that good project ideas are turned into successful proposals.

- Project management is time-consuming and can be complex, especially in transnational projects. The cost of planning and management should be built in wherever possible and, also, the cost of for staff development—some staff, as well as students, do not have European experience and/or enthusiasm. Experience is the best teacher of how to make sure that projects, visits, exchanges, etc. go smoothly and avoid pitfalls.

  The checklists in the next section (8.4) and appendices are based on long experience in a successful European college.

- Monitoring, training and evaluation are increasingly important in European projects, since accusations of fraud, double-funding and gravy-training have caused the EU to increase scrutiny of all programmes. But monitoring is important not only to meet audit requirements but to ensure deadlines (for completion of work stages as well as applications) are met, and to circulate the benefits and lessons for all. Training for staff may be required. Evaluation will need to cover outputs for the college as well as the EU funders.

  The next section considers a variety of models for managing European activities in a college as a whole, and considers more reflectively the implications of European involvement for college management.

8.0 GUIDANCE ON COLLEGE MANAGEMENT OF EUROPEAN ACTIVITIES

8.1 STRATEGIC MANAGEMENT

In the current climate, and after incorporation, colleges are reviewing their involvement in a number of 'non-FEFC-funded' activities against financial and marketing criteria. It is of course essential and healthy for colleges to review provision in this way. It is also however necessary for colleges to remember that under-investment in the supporting infrastructure (management, administrative, financial) has been the reason for the failure of many colleges to benefit fully from European programmes. It is equally important to remember that, whenever colleges win 'one-off' bids, consideration should immediately be given to how the benefits to the college can be sustained after the funding period ends.

It is therefore key to success that senior managers and others are clear about the purpose of European involvement; any activity should be clearly seen to be part of the college's overall corporate strategy. If there are conflicting motives for becoming involved and different expectations about desired outcomes, there is a strong possibility of management conflict leading to a consequent fall in quality and increased chance of failure in bidding. While it is a truism to say that 'all colleges in the UK are now European colleges' there are a number of legitimate starting points for involvement and inclusion in strategic plans, some of which are more likely to be successful than others.

Income generation

European initiatives do generate income but the margins are low in some programmes. Indeed, many practitioners would argue that if realistic costings are carried out a considerable subsidy is required for EU educational programmes (it is of course necessary, as here, to distinguish between EU education/training programmes which enhance provision, and ESF funding, which actually funds provision which meets the specified criteria). Complex financial procedures are sometimes required and there can be cash flow problems. A desire to increase corporate financial returns is therefore usually an invalid motive. However, the extra money can help finance work that the college would wish to undertake as part of its overall European programme.

Image promotion

Some colleges have started European work as a way of promoting themselves, as European colleges, within their local community. Successful implementation of European activities can often produce useful publicity but this motive alone is unlikely to lead to the implementation of a successful programme - the danger is that there is a concentration on high profile `one-off' activities which sometimes can become counter productive if seen by staff and students only as a publicity event. Success under the new programmes and ESF criteria will require ongoing partnerships with local organisations and businesses.

Staff development

Involvement in European activities can have a beneficial effect on staff. Not only does it provide an opportunity for staff to meet with others from different backgrounds and cultures and thus widen their understanding of their subject areas, it may also allow them to review their method and approaches to teaching. Increasingly, as all staff have to consider the relevance of their work within a European context, exposure to curriculum development with European partners is a useful stimulus. Extreme caution should be taken, however, in involving staff in European activities supposedly as a means of providing an incentive or reward - it is unlikely to have a long lasting effect as workloads are often high and timescales short.

Partnership activity

As colleges review their relationship with other education institutions, local employers and the wider community, they will wish to determine how they may contribute to local economic development. An involvement with others on a practical European project may offer an opportunity for the college to demonstrate its expertise and facilities. It may also provide an opportunity to develop alliances which provide the basis for other work.

Curriculum and programme development

The increasing pressure to develop a European dimension in the curriculum, especially in vocational training, can lead to opportunities to develop joint credits and develop 'European' qualifications (i.e. qualification recognised in more than one member state). Involvement in European activities provides an ideal opportunity to begin such development work within a college and can be an effective stimulus. Certainly, any post-16 institution ignoring the impact of Europe across its programme areas is in danger of being unable to sustain relevant provision.

8.2 Operational management

As the range, scope and complexity of European programmes have grown, so the necessity for colleges to create specialist management arrangements has increased. (This is in addition to the administrative infrastructure suggested at the beginning of this section). There are four distinct phases in the development of a college's response to European programmes, each making particular demands on college organisation and management structures:

Project identification

Detailed guidance on individual schemes is available from the Commission but the accent is on creativity and innovation, so a successful college is likely to develop several ideas in different departments at the same time so that it is ready to respond quickly.

As there is often merit in putting together complementary projects in order to stress synergy, the development of relationships with other bodies/organisations before doing detailed work is of particular importance. Work in this phase is on-going and cannot be treated as a `one off' re-active operation; constant vigilance is required in order to maximise opportunities as they arise. Relationships with partners from other member-states too need to be established well before any formal applications.

PROGRAMME DESIGN AND BIDDING PROCESS

Development of proposals and programmes usually involves creating new responses and working in new contexts. In the European college the whole institution should expect to become involved in elements of design work, and the ability of teams to create responses that are sympathetic to the needs of individual partners and programmes is crucial. Bids which 're-cycle' old ideas are usually unsuccessful.

This phase often involves considerable flexibility in order to ensure that any bid meets all the requirements. The need to cost all aspects of a programme realistically at the design stage should be obvious but this is too often neglected - leading to considerable problems later.

PROJECT MANAGEMENT AND CO-ORDINATION

Clear lines of management need to be established for all projects from the outset. Entrepreneurial staff may not have the meticulous attention to planning and delivery required by some EU schemes (notably ESF). Equally importantly, they may be better employed helping other departments in a developmental role.

Line managers need to be sure, before programmes start, who is responsible for delivery of outputs and meeting targets. Project co-ordination is a different role, more akin to development, the key objective being to ensure satisfied customers. In a genuinely European college, such functions can be accumulated across departments, but line managers must retain responsibility and ensure good reporting structures.

OPERATION AND MONITORING

Most programmes now demand detailed monitoring information, from recruitment right through the operational period. It is essential that data is collected at the right time so that the finance is not jeopardised. The costs of financial, quantitative and qualitative monitoring and audit, both in real terms and in staff time, may be great, especially where several partners are involved. But an administrative officer, rather than a member of staff, may rapidly develop the required competencies and knowledge.

EVALUATION AND TERMINATION

Programme completion may be protracted and often involves a considerable input of management time. The evaluation process is rarely straightforward especially where there is potential for extension. The possibility of continuation will have been considered much earlier (probably at design stage) but experience shows that, even so, there is often a lot of detailed negotiation at the end of the programme, especially where it is expected/hoped that alternative funding sources will be taking over.

8.3 Management models for European activities

A college's approach to the management of European activities will depend on its strategic priorities, its resource base and its operating culture. In the 1990s, four broad approaches have emerged which provide access to, and can develop, the high level of expertise required. Each has its own potential strengths and weaknesses (see below), but each provides at least a minimum underpinning for participation in European programmes.

In-house specialist function

A dedicated office, staffed by a specialist manager and administrative staff carries out the essential management functions. It may sometimes be linked with other complementary activities or units such as cost recovery, income generation or business development. Perhaps the best type of this model may be seen where a `task force' of selected staff is established which meets at key times to energise and steer development.

In-house integration

All managers are assumed to have a responsibility for European work as part of their day-to-day duties. Good examples of this approach rely on a named senior manager being allocated time for overseeing development, and monitoring progress, with at least one well qualified and experienced administration officer to handle technical issues. A weak example of this approach expects one member of an SMT or departmental team to assume responsibility for all 'European developments' as part of a heavy workload, and without specialist or administrative support.

Consortia/partnerships

Groups of colleges establish a single office which is available to them all and services their needs. In some cases the partnerships may involve industry/commerce or other phases of the education system, such as schools, universities, adult education, etc. thus increasing the opportunities for joint projects involving more than one European programme. Colleges in the network may then need only a part-time co-ordinator for their own involvement, together with administrative and specialist support.

Consultants

External consultants are appointed specialising in European affairs, normally with experience of a wide range of European activities/projects, some of which may be outside education and training. Consultants may be engaged by an individual college or by a consortia/partnership to cover the needs of

the members of the group - including non-educational partners. Some consultants have offices in Brussels and other major European cities.

In good examples of the consultancy model, colleges provide the basic European infrastructure and use consultant expertise to ensure success in bidding, planning bids, meeting targets, etc. and to support staff in organising to achieve or manage success. Weak examples rely on consultants to write bids with little involvement of staff, and without the management infrastructure to handle bids if they are successful. This can lead to major difficulties in delivery.

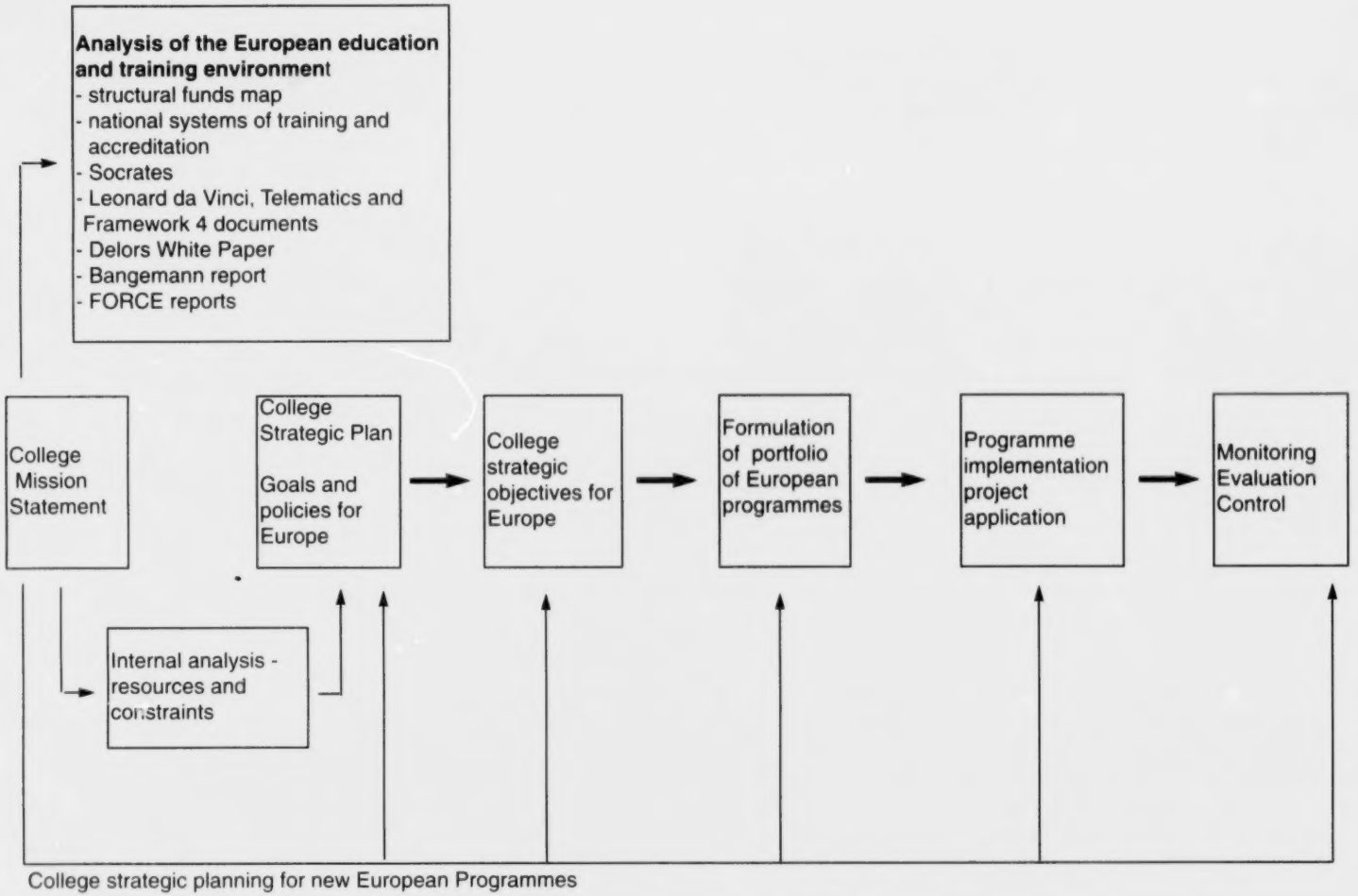
Many colleges start with a more modest and traditional approach, allowing a member of staff some hours remission per week to act as European Co-ordinator. This may be a reasonable beginning for colleges testing the water but there is a strong risk of failure unless the co-ordinator has adequate support, including elements of all the above, e.g.:

- a designated member of senior management with both genuine commitment and time allocation
- a team of designated lecturers from all main programme areas
- specialist support from a local Euro-network, consultants, etc.

Strengths of (a) and (b) are that the college has a clearly identified central resource for European activity, which can be used by college staff who need assistance. Successful European colleges in the development period of the late 1980s and early 1990s nearly all adopted such models, which allowed them to accumulate and concentrate knowledge and develop expertise. But there were weaknesses, too. Such offices/units were expensive, and tended to restrict access to essential information to those who were in the know, sometimes causing jealousy and misunderstandings.

The strengths of approaches (c) and (d), especially in a period of tight budgets, are clearly first of all in their more limited and controllable costs. A group of colleges will provide access to greater sources of expertise, and to a wider range of the potential private-sector partners who are increasingly essential to effective bids. Consultants, in addition to their European connections, are able to focus specifically on how the college can meet the criteria for different programmes, and can use their external position to see connections, synergies and potential partnerships which may not be visible from within the organisation. The weaknesses relate to the fact that in both cases, the essential point is that colleges need to consider the management of European activity seriously and distinctly. The model and variations adopted will depend on local need.

See the diagram of a college bid on the next page.


Analysis of the European education and training environment
- structural funds map
- national systems of training and accreditation
- Socrates
- Leonard da Vinci, Telematics and Framework 4 documents
- Delors White Paper
- Bangemann report
- FORCE reports
College Mission Statement
College Strategic Plan
Goals and policies for Europe
College strategic objectives for Europe
Formulation of portfolio of European programmes
Programme implementation project application
Monitoring Evaluation Control
Internal analysis - resources and constraints

College strategic planning for new European Programmes

9.0 PREPARING BIDS FOR EU FUNDING

Providing certain basic rules are followed, developing a bid is not difficult. What has changed is that the context from which bids are made has been given greater importance, i.e. the college must be able to demonstrate in its application that it meets EU criteria and supports EU, as well as UK, policy objectives for the initiative under which application is being made.

The main rules therefore have to be:

9.1 Define your project

Define your project on the basis of real college need, solid experience and planning. Local (e.g. industrial) and transnational partners should be built into the college's normal work rather than selected just for the application. Ask yourself: Is this activity important enough to my programme to go ahead irrespective of funding? If so how would we fund it?

9.2 Understand the programme and action

Understand the programme and action under which you are applying. Ensure that you can meet all the criteria, and especially, demonstrate the innovative character of your project. Highlight the themes given a high profile by the Commission (see sections 4.3 and 4.4) and show clearly how your application will meet EU objectives as well as college objectives.

9.3 Build the project into college management/monitoring systems

Colleges need to be able to check how the funds will be spent, how expenditure and income will be administered, how the welfare of students will be assured, etc. EU offices are increasingly vigilant about management and finance at the time of application. Publicity over (the few) cases of fraud and concern over larger amounts of administered mean that audits are more frequent and intensive. Records need to be retained for five years.

9.4 Consult the experts

The Commission's specialist technical assistance units and national co-ordination units (see address list) and, where necessary, European specialists from Euro-units, specialist agencies, educational consultancies, etc. This will help to avoid the wishful thinking characteristic of many applications ('they must fund it - it's brilliant!'). Co-ordination units can offer general advice, but specialists can frame an application correctly using the language and concepts which maximise the chances of success. A good consultant can also advise against application under a category where, realistically, the college does not stand much chance and in favour of an appropriate alternative.

9.5 Check that all eligibility criteria are met

Read all the regulations carefully — a surprising number are rejected for 'technical' reasons.

Check that your planned activity fits the criteria, that your students and the programme they are following fall into the right categories, and that the partner college or institution/company is also able to meet the criteria and deliver all requirements.

9.6 Communicate

Communicate regularly with your partners in UK and abroad and co-ordination unit officers, etc. Make a preparatory visit. Use any colleagues/students who have contacts in the country, TECs/ LECs, education/business partnerships, chambers of commerce, town twinning links and European networks to enrich the partnership. Make it an ongoing reality for the college, and reflect these arrangements in your application.

9.7 Complete the application form meticulously

Make sure it is the correct application for the correct action/measure for the correct strand/chapter of the programme. Allow plenty of time to identify the information required and present it in the most effective way. Ensure that it meets all EU objectives/criteria and states how the objectives will be achieved. Use the programme guidance documents, applicants' guides, and application form notes to create a draft. Ask for specialist help if you need it.

Management and team leaders need to check the draft against the guidance documents to make comments, verify costings, and ensure that sufficient detail is given for an outsider to be able to see the project work in the best light.

10.0 Good practice examples

10.1 European centre

A large multi-site college established a European centre, with a co-ordinator, research assistant and administrative support. The college aims to deliver a European dimension in the curriculum of all students as part of basic student entitlement, through a cross-college programme based in the centre which is regularly monitored and reviewed across all programmes. The centre now generates income as a source of expertise for other institutions, companies, and for European networks and programmes requiring a base in the area/region.

10.2 Cross-college support and performance reviews

Innovative areas of work such as European development are sometimes seen by traditional vocational areas of college provision as elitist and irrelevant to the 'real world' of local jobs. Even well-disposed lecturers may find European objectives and programme content difficult to access and deliver.

One large urban college set up a Cross-College European Curriculum Unit which maintains a bank of curriculum materials produced in-college, and more general information from European sources. This is catalogued according to subject area, European topic (e.g. European institutions; member-state industry information; vocational data from CEDEFOP etc.) It is available for use by any lecturer or programme team on condition that a copy of any new materials developed is deposited in the Unit.

The Unit also maintains a data-bank of all college European projects, past proposals (whether successful or not), exchanges and college visits, which is available to staff to assist in drafting their own proposals.

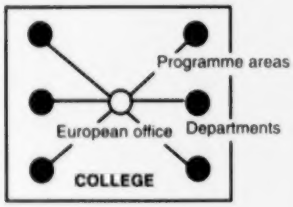
10.3 PERFORMANCE REVIEWS

European curriculum development, participation in EU programmes, joint projects etc. need regular review to ensure that all parts of the college are reached.

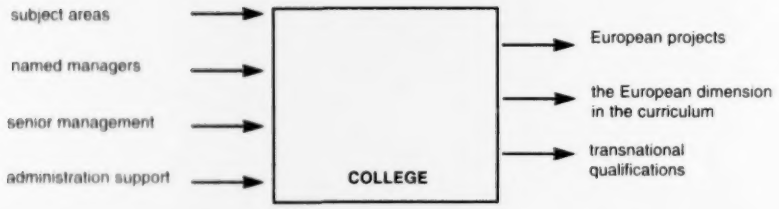
One college requires its European manager to review progress against several performance indicators:

- students participating in visits/exchanges
- students participating in joint projects involving direct communication
- European curriculum activities (including means of assessment)
- European languages in vocational education/training
- staff involvement in European initiatives
- staff development activities
- resources in (ESF and programme funding)
- resources out (expenditure on college European work)

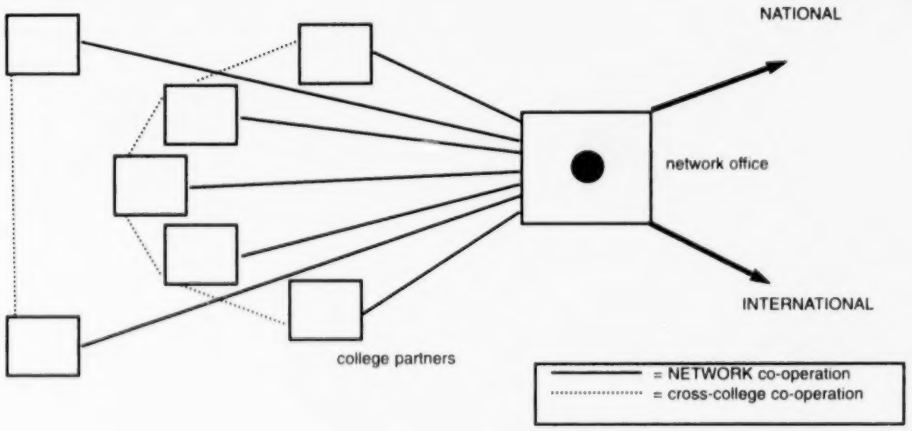
10.3(a)



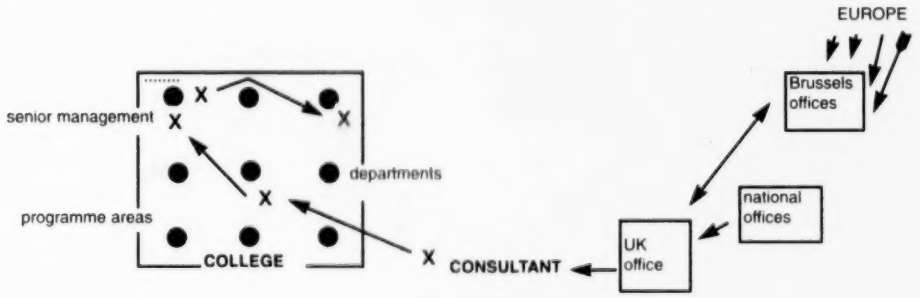
10.3(b)



10.3(c)

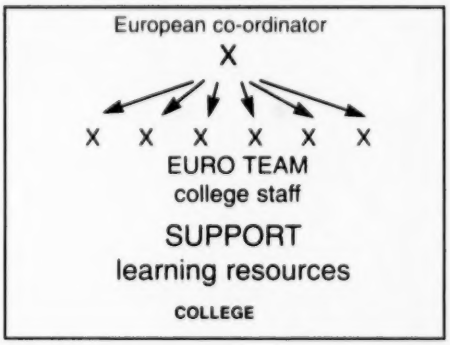


10.3(d)



Movement across a college

10.3 (e)



10.4 Securing European funds

A large college with several different vocational areas, many of which have developed their own European links over a period of years, now has over 30 European partner organisations, including colleges, training organisations, chambers of commerce, municipal authorities, trade unions and companies. The college is also a member of four European networks.

Information on each partner is kept in a European resource centre and is available to any programme team wishing to develop an exchange, initiate a joint project or develop a bid.

Such a college is able to decide on the best partnership for any potential bid, on the basis of knowledge of partners which can be matched with the requirements and priorities of the new European programmes. It maintains an information bank, not only of previous proposals and bids but also of past and current European exchanges, study visits and joint projects across the college.These include other EU schemes and initiatives such as research and development programmes, ESF criteria and programmes to facilitate synergy.

10.5 Targets

European programme funding only provides the basis for a few students to make exchanges and visits (the ERASMUS target for HE of ten per cent of students was reached in very few institutions, and funding for 1995-9 is, per capita, much lower). In committed European colleges, most European exchanges are part-funded by college, parents, student, local company or sponsor. Often there is a hardship fund for students who cannot afford travel costs, and some creative thinking on subsidies and funding assistance (one college negotiated free ferry travel provided that departure and return took place on Tuesdays).

A long-time European-oriented college now sets targets (67% of all students for 1995) for actual European experience through a visit or exchange, and for a tangible European element (i.e. joint European project or similar) in the curriculum of each student (80% for 1995). Other colleges set more modest initial targets.

10.6 Integrated management function

Some colleges with early experience of European programmes now see themselves as part of a wider international market, and have built management and resource functions for international work into the management structure. One such college has given clearly defined international roles to the most senior members of the management team. The

Assistant Principal External Affairs and Assistant Principal Curriculum both have job descriptions heavily weighted with the management of international developments. An International Co-ordinator at senior lecturer level handles the operational and practical issues. The college also takes an active role in the collaborative network approach to sustaining initiatives.

Another such college has the principal as a member of all European/ international committees or working groups (with a time allocation) and a full-time assistant principal for external affairs (Europe and international) plus a further assistant principal (curriculum), 40% of whose time is allocated to the European/international dimension across all college provision.

The former Europe officer (SL) is now the international manager, with direct responsibility for European programme work, and for the European dimension across the college, as well as for documentation, resources and support to the rest of college staff.

10.7 Mission statements, college partnerships, etc.

Some college mission statements include specific reference to their European and/or international commitment. Others have a specific European policy statement. Most colleges now include reference to European activities in their strategic plans (Some examples are given in Appendix 2).

Also important are negotiated formal agreements with European partners, and the process of developing and negotiating these can be an important learning experience for both parties. A good agreement will meet the needs of both parties, educational, contractual and financial.

10.8 Information exchange

The massive volume of paperwork from Europe is a well-known phenomenon and most colleges have either a section of the library or an information centre which is Europe-specific. However access to EU information is often easier through the numerous networks and European databases, on which information is available from EUR-OP (Official Publications) and EUROSTAT as well as EURYDICE.

In-college information dissemination is best achieved through a newsletter with a wide circulation list to ensure that no-one feels excluded. One college has a monthly newsletter which not only includes updates on EU programmes, deadlines, etc., but also has space for news from its (18) European partner colleges/ institutions/companies.

10.9 Step-by-step development of European management

A college in a prosperous suburban area had early success in applying for EU programmes and has been a pioneer in developing a European dimension across the curriculum. However its dedicated resource allocation to a European co-ordinator has been very limited - four hours per week for several years with access only to limited administrative support. The co-ordinator attributes the college's success to a strong European team, including a member of the principalship, which meets regularly, and to which she needs only to act as back-up. The college is now part of a local college Euro-network with access to outside consultant assistance where needed.

10.10 Business client-driven European strategy

A small tertiary college, formerly with a mainly academic sixth form but serving a catchment area with a number of high technology SMEs, has developed a strong European office in the context of a college business services centre. The college has formed a partnership with a European company which links IT research and development under the EU's TELEMATICS programme with the provision of related training and the design of new qualifications (under EUROFORM). The partnership has formed the basis both for developing initial ideas for bids under the new EU programmes, and for providing IT workshops and services to other SMEs in the area.

10.11 European network of colleges

The North London network involves seven colleges and the local university, and is staffed by a Manager (0.4), a Projects Manager (0.6), and a full-time administrator with part-time accounts/clerical support, none of whom is full-time. As well as assisting the participant colleges and their partners in making their individual bids for European funding, the network has attracted two years of national development funding to develop the European dimension in the curriculum, and other funded projects.

In order to generate regular income the Network office runs the usual seminars, workshops, etc. and charges consultancy fees for its own services - designing leaflets, organising exchanges, selling reports and drafting applications for college bids. For five per cent of a successful bid, the network office will give general advice, assistance and redrafting of an application, and for ten per cent it will take responsibility for the entire drafting process, as well as providing practical support in managing the project.

10.12 Using consultants

A large urban college with little experience of European activities used an education/training consultancy to assist with its ESF funding. The consultant was initially able to identify nearly ú100,000 in ESF funding which had not been taken up, and some of the income was used to develop a college-wide European strategy, with consultant expertise available to assist departments prepare their own bids under individual EU programmes.

In another case, a TEC-based European consultant was able to use her expertise to ensure, despite considerable competition, that all eight college bids which formed part of the TEC-area application received approval and were funded.

11.0 Some cautionary tales

11.1 Monitoring and audit

Accusations of diversion of ESF funds for other purposes in Southern Europe and cases of double funding in Northern Europe in the early 1990s, have led to a tightening of monitoring and audit procedures for all EU programmes. Bids for European funding therefore have to be carefully calibrated against real capacity to deliver.

One college participated in a successful TEC bid for ESF funding but the promised students did not materialise, criteria could not be met and the grant had eventually to be returned. The proposal had been constructed perfectly to meet ESF criteria but the trainees and programmes which would have made implementation possible were largely the product of a fertile imagination.

11.2 Minimalist management

A large college in a rural market town developed a high European profile, with a specialist European office which was successful in bidding for both ESF funding (objectives 3 and 4) and various education/training programmes. The European officer was promoted in 1994 to a senior management post in another college and has not been replaced in order to save money and because the college was now considered to have developed European expertise. Instead, two main-grade lecturers, each with a full teaching load and no remission, have been asked to co-ordinate college proposals under the new programmes. For 1995, with the considerably different ESF procedures, the new rules for Community Initiatives and delayed guidance on LEONARDO and SOCRATES, they consider it unlikely that the college can maintain its record of success.

11.3 Over-optimistic marketing

Initial success in the European market led some colleges to invest in offices abroad with the intention of marketing a variety of college services. One college set up offices in Southern and Eastern Europe to recruit students, develop joint courses and qualifications, and design joint funding bids and proposals but found that take-up of the offers was extremely limited, and the offices had to be closed.

Positive outcomes were excellent partnership arrangements with the EU partner country, and an innovative working relationship with an Eastern European vocational training institution. The former had led to the creation of PETRA and NOW networks/ projects, and the latter has attracted support from PHARE. But the hoped-for financial returns never arrived, since neither showed any sign of recruiting students or generating income which would have justified a permanent presence.

APPENDIX 1 USEFUL ADDRESSES

Working with Europe and its *Update 1993 both* provided extensive lists of European organisations, addresses in UK and in Brussels, Strasbourg, as well as sources of publications and information on European funding schemes affecting education (see particularly the Guides to Euro-Acronyms).

Most of that earlier information remains valid and the grouping of the various education and training schemes under the key New European Programmes makes seeking information much easier.

Addresses below, therefore, are signposts to more specialist numbers. But even with the most wide-ranging initiatives (e.g. the Community Initiatives or the Fourth Framework Research and Development Programme), initial enquiries are best directed at the very effective information offices of the respective programme directorates. Equally important are the UK offices and Euro-infocentres.

KEY ADDRESSES

European Commission, Rue de la Loi 200, B1040, Brussels, Belgium.
Council of Europe, BP431, F67006 - Strasbourg, France
CEDEFOP, European Centre for the Development of Vocational Training, Bundesallee 22, D-1000, Berlin 15, Germany.
EUROSTAT, Statistical Office of the European Communities, L-2920 Luxembourg. European Association of Teachers, c/o 20 Brookfield, Highgate West Hill, London N6 6AS.
European Association for Special Education (EASE), Reutlinger Strasse 31, D-7000 Stuttgart 70, Germany.
European Bureau of Adult Education, PO Box 367, NL-3800 AJ Amersfoort, The Netherlands.
European Curriculum Network, c/o CEVNO, 8, Nassauplein, NL-1815 GM Alkmaar, The Netherlands. European Network of Women, 38 Rue Stevin, B-1040, Brussels, Belgium.
European Parliament, 97-113, Rue Belliard, 1047-Brussels and Palais de Europe B1024F, 6770 - Strasbourg, France.
Institute Europeenne de Formation Professional (IEFP) (European Institute of Vocational Education), 91 Rue de Faubourg St Honore, 75008 Paris, France.
Migreurope, European Network for Migrant Workers, 172 Rue Joseph 11, B-1040, Brussels, Belgium.
Office of Publications of the European Community, Rue Merciker 2, L-1985 Luxembourg.
United Kingdom Centre for European Education (UKCEE), c/o The Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE.
UKREP (UK Permanent Representation), Rond Point Schumann 6, B-1040 Brussels, Belgium.
Youth Forum of the European Communities, Rue de la Science 10, Wetenschapstraat, B-1040 Brussels, Belgium.

UK Organisations

European Parliament (UK office) 2 Queen Anne's Gate, London SW1.
Council of Europe Information Centre, St Martin's Street, London WC2.
European Commission (UK Office), 8 Storey's Gate, London SW1P 3AT.
CEDEFOP Bureau, BACIE, 16 Park Crescent, London WC1A 1DU.
CEDEFOP Publications, HMSO, 51 Nine Elms Lane, London SW8 5DR.
Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE.
Centre for Information on Language Teaching and Research (CILT), (LINGUA) and LX Language-Export Centres), Regents College, Inner Circle, Regent's Park, London NW1 4NS.
Department for Education and Employment, International Relations Division, Sanctuary Building, Great Smith Street, London SW1P 3BT.
Eurodesk @ Central Bureau, 10 Spring Gardens, London SW1A 2BN
EURYDICE Bureau, INFER, The Mere, Upton Park, Slough SL1 2DQ.
European Information Service, Local Government International, Bureau, 35 Great Smith Street, London SW1P 3BJ.
International Community Education Association (ICEA), Lyng Hall, Blackberry Lane, Coventry CV2 3JS, United Kingdom.
Central Bureau for Educational Visits and Exchanges (CBREVE), 3 Bronbsfield Crescent, Edinburgh EH10 4DH.
SCOTVEC, Hanover House, 24 Douglas St., Glasgow, G2 4NG.
Scottish Office Education Dept. (and EURYDICE Unit), Division 4, 43 Jeffrey St., Edinburgh EH1 1DG. Scottish Further Education Unit, Jordanhill Campus, Southbrae Drive, Glasgow G13 1PP.
Eurodesk, Scottish Community Education Council, Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ.
Scottish Office Industry Dept., European Funds Co-ordination Division, New St., Andrew's House, Edinburgh EH1 1DG.

Euro Info Centres

by telephone number only

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Birmingham: 0121 455 0268
Bradford: 01274 754 262
Bristol: 0117 973 7373
Cardiff: 01222 229 525
Exeter: 01392 214 085
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Manchester: 0161 237 4000
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Norwich: 01603 625 977
Nottingham: 0115 962 4624
Sheffield: 0114 953 2126
Slough: 01753 577 877
Southampton: 01703 832 866
Stafford: 01785 222 300
Telford: 01952 208 213

APPENDIX 2 : MISSION STATEMENT AND POLICY

The following mission statement comes from Suffolk College.

CORPORATE STATEMENT OF PURPOSE

To provide high quality education, training and consultancy services:

- in response to local, regional and, where appropriate, national needs
- in acknowledgement of technological, economic and social changes
- in recognition of the College's position in Europe and the growing importance of an international dimension
- in a supportive environment in which equality of opportunity, community access and educational progression are paramount
- in a format in which quality and effectiveness are regularly reviewed
- in a manner in which resources are used effectively and thereby value for money obtained

COLLEGE POLICY FOR EUROPEAN INVOLVEMENT

The college has a co-ordinated strategy for active involvement with continental Europe.

The implementation of the policy will come under the direction of Assistant Principal Curriculum.

1. STUDENTS

Every student on a full-time course of no less than 36 weeks will visit a European country as an assessed part of their course.

2. STAFF

2.1 One member of staff in each vocational area shall be designated as responsible for disseminating information relating to European practices.

2.2 Staff exchanges with other colleges, institutions and companies will be actively encouraged.

2.3 This commitment to Europe will be reflected in the college's staff development policy.

3. Curriculum

3.1 Course curricula will include reference to European standards, systems, methods and language.

3.2 Joint course initiatives with other English or European institutions or companies shall be actively pursued.

3.3 Students and staff shall be offered opportunities for exchanges and visits to develop links of a cultural nature.

4. Marketing

Within the agreed European strategy, and in conjunction with the Marketing policy, the college will actively seek to develop projects and business contracts which will result in the generation of income and promotion of the college's academic portfolio.

APPENDIX 3 CHECKLIST: CONTENT OF NEW PROGRAMMES

LEONARDO

STRAND I Transnational pilot projects (formerly PETRA)

- initial vocational training, transition to work
- placements and exchanges (trainees, young workers, trainers)
- vocational guidance and counselling
- equal opportunities; training of trainers

STRAND II TECHNOLOGICAL INNOVATION: VOCATIONAL EDUCATION AND EMPLOYERS (FORMERLY FORCE)

- university/college co-operation with industry
- transitional pilot projects; innovation in methods, content, etc.

STRAND III - LANGUAGE SKILLS AND DISSEMINATION OF INNOVATION

- language skills: pilot projects and exchanges; audits, assessment research, information exchange
- innovation: surveys, methodological research and development; dissemination projects, information exchange
- multiplier effect projects; exchanges for decision makers, social partners, etc.

STRAND IV - SUPPORT MEASURES

- co-operation networks
- information, monitoring and evaluation

SOCRATES

CHAPTER 1 - HIGHER EDUCATION

ACTION 1

A. Transnational co-operation, joint projects, ECTS (credit transfer), study visits (staff and students)

B. The European dimension in the curriculum

ACTION 2

C,D. Institutional co-operation, joint contracts, networks Student exchanges and study periods, joint projects etc. (former ERASMUS activities)

CHAPTER II - SCHOOL EDUCATION (COMENIUS)

ACTION 1

Partnerships between Schools; European Education Projects; Co-operation, exchanges, joint projects, exchange of materials etc.

ACTION 2
Education of children of migrants, gypsies; intercultural education for all school children

ACTION 3
Training of teachers, mobility, European dimension

CHAPTER III - HORIZONTAL MEASURES

ACTION 1
Language skills (LINGUA)

ACTION 2
Open and distance learning

ACTION 3
Exchange of information (including EURYDICE, ARION, MARIC) Adult Education— European dimension, exchange of experience

APPENDIX 4 CHECKLIST : MANAGING EUROPEAN ACTIVITIES

STRATEGIC

Commitment in Mission Statement of College

Policy Statement and/or Strategic Plan

Specific section in forward and annual plans

Planning and Review systems

College-wide strategy for staff involvement

OPERATIONAL

Regular item at Senior Management team
Financial management - clear systems for recording income and accounting for expenditure
Financial planning - advance preparation of budgets on realistic basis
Information - specialist newsletter or section in college newsletter
Cross-college involvement - college forum on European curriculum
Central Planning - designated European/international office/officer
Programme planning - designated member of staff in each programme team/department
Euro-team - regular meetings of all staff involved External support - specialist consultants, Euro-network etc.
Monitoring - reliable monitoring and record-keeping systems
Evaluation/review - against college as well as EU criteria Staff Development - integrated and specific
Marketing - both in Europe and to local community

PROJECT (SEE ALSO NEXT SECTION)

Project identification - proactive systems to keep staff aware of scheme opportunities, bid deadlines
Project design - use all parts of department/team - not just the usual entrepreneurs
Applications — professional support is essential
Returns - professional monitoring support required for many projects
Project management
— ensure objectives agreed by all
— allocate responsibilities set targets
— monitor and report progress
— ensure systems for follow-up discrimination with or without funding

APPENDIX 5 CHECKLIST: THE EUROPEAN DIMENSION IN THE CURRICULUM

- College mission statement/policy/strategy document/development plan - all including curriculum objectives

- College highlights European element of its courses

- College provides:

  — European awareness for staff, students and parents (information, etc.)
  — guidance and counselling on European issues to students and parents
  — mandatory European awareness on all courses (curriculum input)

- College assesses foreign language ability of new entrants and records full statistical details

- Foreign languages mandatory on all vocational courses, integrated into course

- College provides 'transnational' elements within courses:
  social exchange
  joint projects
  work placements

- College mechanisms to validate experience/study abroad

- Students' experiences monitored during visits/exchanges

- Students' visits/exchanges evaluated and results disseminated internally/externally

- Visiting foreign students integrated into existing courses and assimilated into college life, with special arrangements for cultural/language and vocational awareness, and with guidance and counselling available

- College rewards (e.g. reduction of contact hours or financial compensation) to staff undertaking exchange duties

- College ensures staff and student involvement in discussion on the European dimension in the college curriculum (e.g. academic board, boards of study, committees)

(This checklist was developed from an original by Margaret Whitehead, LASER)

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South West, European Business Centre, Paradise Road, Plymouth, Devon PL1 5QL. Tel: 01752 385353 Fax: 01752 385343

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